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**EDL 630: CURRICULUM LEADERSHIP**

EDL 630 Dr. Karen Burke

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**Master of Science Degree in Multidisciplinary Studies Program Objectives**

Students will:

1. recognize individual needs of students and differentiate curriculum and instruction to meet these needs,
2. identify and apply best practices in creative problem solving to meet challenges and demands in international school settings,
3. demonstrate leadership skills and abilities,
4. use data-based decision-making for school improvement and practice, and
5. develop and expand skills in the educational application of technology.

**COURSE DESCRIPTION**

Examination of the educational leader’s role in the design, implementation, and evaluation of curriculum; principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; and leadership roles in curricular decision-making in relationship to current research.

This course is designed to facilitate instructional leaders in an understanding of the organization of schools and systems and to suggest ways curriculum specialists can bring about educational change in a systematic and planned way. Curriculum change strategies and tactics based upon recently developed scientific knowledge, concepts, and theory are considered.

**REQUIRED READINGS**

Students are responsible to read, review, analyze, and reflect upon the literature related to current and noted theory and practice of curriculum leadership. Through the reading of daily-assigned journal articles students will be prepared to engage in online discussions. The required journal articles are listed below and in each folder on the course wiki.

**KNOWLEDGE OBJECTIVES and** **COURSE OUTLINE**

**Part 1: Making Curricular Change Happen**

Morning:

* Introduction to the Implementation of Change: Patterns, Themes, and Principles
* Attitude of educators towards the process of curriculum decision-making.
* Ways by which educators may participate more in the process of curriculum decision making.

Afternoon:

Title: ***Why change doesn't happen and how to make sure it does***  
Authors: **Schwahn**, Charles; **Spady,** William  
Source: Educational Leadership; Apr 98, Vol. 55 Issue 7, p. 45, 3p

* Strategic alignment for achieving the schools’ vision and productive changes for children.
* How successful strategic alignment occurs.
* Five rules for productive change.

**Part 2: Staff Development and Curriculum Change**

Morning:

Title: ***Sustaining Change: The Answers Are Blowing in the Wind***   
Author: **Moffett**, Cerylle A.  
Source: Educational Leadership; Apr 2000, Vol. 57 Issue 7, p. 35, 4p

* Strategies to sustain educational change.
* Required district-level leadership and reform-support infrastructure.
* Significance of staff development.
* How to provide adult learning time upon curriculum change.

Afternoon:

Title: ***Fads and Fireflies: The Difficulties of Sustaining Change***  
Authors: **O'Neil,** John; **Cuban,** Larry  
Source: Educational Leadership; Apr 2000, Vol. 57 Issue 7, p. 6, 4p

* Discusses the purpose of educational reforms.
* Educational innovations which help the schools to sustain changes.
* Social changes in schools.
* Impact of the changes on school governance.

**Part 3: Teachers as Agents of Curriculum Change**

Morning:

Title: ***Why teachers must become change agents***  
Author: **Fullan,** Michael G.  
Source: Educational Leadership; Mar 93, Vol. 50 Issue 6, p. 12, 6p

* How teacher education programs can help teaching candidates link the moral purpose that influences them with the tools that will prepare them to engage in productive change.
* Making moral purpose more explicit.
* Working on personal vision-building.
* Inquiry; Mastery; Collaboration.
* Redesigning schools.

Afternoon:

Title: ***Renewing the Profession of Teaching: A CONVERSATION WITH JOHN  
GOODLAD***   
Author: **Tell**, Carol  
Source: Educational Leadership; May 99, Vol. 56 Issue 8, p. 14, 6p

* Interviews John Goodlad, a leader in educational renewal and a professor at the University of Washington about teachers.
* How teacher educators can deal with shortages.
* Changes he had observed in preparing teachers.
* How his life in Canada and teaching experiences in a school-house influence his ideas about teaching and learning.

**Part 4: Principals as Instructional Leaders and Agents of Curriculum Change**

Morning:

Title: ***The Change Leader***  
Author: **Fullan,** Michael  
Source: Educational Leadership; May 2002, Vol. 59 Issue 8, p. 16, 5p

* Implementing the reforms that lead to sustained improvement in student achievement.
* Developing the role of the principal as instructional leader.
* Five essential components that characterize leaders in the knowledge society.
* Guidelines for understanding change.

Afternoon:

Title: ***The Seven Principles of Sustainable Leadership***  
Authors: **Hargreaves**, Andy; **Fink,** Dean  
Source: Educational Leadership; Apr 2004, Vol. 61 Issue 7, p. 8, 6p

* The principles of sustainable leadership.
* Responsibility of education leaders.

**Part 5: Sustainable Leadership: The Role of Superintendents, School Heads, and Ministry of Education Personnel in Curricular Change**

Morning:

Title: ***New Lessons for Districtwide Reform***  
Authors: **Fullan**, Michael; **Bertani**, Al; **Quinn**, Joanne  
Source: Educational Leadership; Apr 2004, Vol. 61 Issue 7, p. 42, 5p

* The components of effective leadership for educational change at the district level.
* Function of a coalition of district leaders.
* Role of an area instructional officer.
* List of external partners that help build the district's professional capacity.

Afternoon: Complete final project (assignment 5).

# **COURSE REQUIREMENTS and EVALUATION**

Formal evaluation consists of the following:

1. Submit four (4) critiques of the required journal articles. **The critique SHOULD NOT include a summary of the article.** A summary merely reports what the text said; that is, it answers only the question, "What did the author say?" A critique, on the other hand, analyzes, interprets, and evaluates the text. A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way. (Each critique is 15% of final grade; see rubric below)

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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Content & Ideas** | All elements of the subject matter are covered.  Writing contains insightful ideas that are well supported with original and well founded details. | There is comprehensive coverage of the subject matter.  Writing contains thoughtful ideas that are supported by appropriate details. | Essential aspects of subject matter are covered.  Some relevant ideas are supported by appropriate details | The subject matter is not covered, demonstrates an limited understanding of topic.  Major deficiency of appropriate ideas and details. |
| **Communication & Style** | Text has strong, concise and engaging. sense of voice  Sentence structure and vocabulary enhances the reader’s understanding and appreciation. | Text is clear and comprehensible.  -Developed voice in the writing  Variety of sentence structures and appropriate vocabulary are used. | Text is usually comprehensible, requiring some interpretation on the part of the reader.  Voice is developing but is still inconsistent.  Limited variety of sentence structure and word choice. | Text is incomprehensible and requires frequent interpretation on the part of the reader.  Limited sense of voice  Sentence structure is unvaried, limited and/or questionable word choice. |
| **Organization** | Sophisticated organization enhances purpose of writing.  Engaging introduction and conclusion.  Thoughtful and effective use of connections and transitions. | Structure is clear and well organized.  Effective introduction and conclusion.  Connections are logical and sustain the writer’s purpose. | Organizational structure is strong enough to move the reader through the text. Mechanical introduction and conclusion.  Some connections are not in a logical or expected order.  Writing stays on topic with a few deviations from the main idea. | Shows no clear overall structure and organization.  The introduction and conclusion are lacking.  Connections are confusing or not present.  Writing does not stay on topic. |
| **Conventions** | Absence of errors in spelling, grammar and punctuation is impressive. | Minor errors in spelling, grammar and punctuation do not detract significantly from the work. | Errors in spelling, grammar and punctuation are noticeable and detract from the work. | Numerous errors in spelling, grammar and punctuation make the work more difficult to read. |

1. Create a PowerPoint Presentation on an emerging educational curriculum issue. **Support your presentation** with research, activities, photographs, video links, or some creative strategy to **engage** the viewer. (15% of final grade; see rubric below)

|  | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **Content** | Student shows a full understanding of the topic. | Student shows a good understanding of the topic. | Student shows fair understanding of parts of the topic. | Student does not seem to understand the topic very well. |
| **Research Based** | Presentation is strongly supported by accurate and scholarly research. | Presentation includes some accurate and scholarly research. | Presentation includes limited scholarly research. | Presentation does not include accurate and scholarly research. |
| **Creativity** | Student shows a strong creative approach to the topic. | Student shows a creative approach to the topic. | Student shows a limited creative approach to the topic. | Student does not include any creative approach to the topic. |
| **Power Point Presentation/Other Visuals** | Student’s Power Point presentation and/or other visuals present a full, logical, and accurate depiction of the topic. | Student’s Power Point presentation and/or other visuals present a fairly complete, logical, and accurate depiction of the topic. | Student’s Power Point presentation and/or other visuals present a modestly complete, logical, and accurate depiction of the topic. | Student’s Power Point presentation and/or other visuals present a sketchy, often illogical, or inaccurate depiction of the topic. |

1. Requirement: Participation in all online discussions throughout the course. You MUST be online everyday for the five class sessions. You are expected to add a comment by the required time each day and return to the discussion to comment on other students ideas. (25% of final grade; see rubric below)

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| **Performance Element** | **4** | **3** | **2** | **1** |
| **Participation** | Contributes in-depth comments several times a day. | Comments several times a day. | Is inconsistent in commenting. | Does not comment. |
| **Information Seeking Questions** | Asks questions of classmates; questions are pertinent to main ideas. | Asks some questions of classmates; questions may not be pertinent to main ideas. | Asks questions that are not pertinent; does not allow colleagues to effectively communicate ideas. | Exhibits little or no interest in information being shared; no information seeking questions are asked. |
| **Empathy** | Accepts and understands the feelings and motivations of others; takes steps to deepen understanding. | Accepts others' feelings, but does not try to understand others' motivations; is interested in seeking deeper understanding, but does not take active steps. | Accepts others' feelings; does not understand others' motivations and shows no or little interest in seeking to understand others. | Finds it difficult to accept others' feelings; does not understand others' motivations; shows no or little interest in others. |
| **Respect for Colleagues** | Colleagues are treated with respect. The comments of other students are acknowledged. | There is a general atmosphere of respect for colleagues. Acknowledging others' comments is serendipitous rather than planned. | Does not indicate respect for the comments of colleagues. | Does not respond to the comments of colleagues. |